Language Development Schedule

Team: Gail, Christie, Chloe

Week 3 Habit of Mind: Creating, Imagining, and Innovating

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| Language Development Block-8:30-10:30 |  |  |  |  |  |
| Time Frame | Day 1 | Day 2 | Day 3 | Day 4 | Day 5- |
| Objectives | CO: YWBAT write pros and cons to the soda debate.  LO: YWBAT write the advantages and disadvantages to banning big sodas using language frames.  HOM: YWBAT apply creativity, imagination, and innovation to thesoda debate.  Cult: YWBAT connect the soda debate topic to own cultures. | CO: YWBAT discuss the advantages of getting a college education as preparation for a productive career.  LO: YWBAT explain the reasons for exploring colleges to prepare for a future career.  HOM: YWBAT use creativity, imagination and innovation in planning for the future.  Cult: YWBAT connect opportunity in the US to own cultures. | CO: YWBAT· demonstrate understanding of the Olympics as a unique multicultural event/celebration of worldwide talent  through the life and achievements of a young Olympian.  LO: YWBAT  HOM: YWBAT show how creativity, imagination, and diversity can facilitate success in overcoming difficulties.  Cult: YWBAT: talk about overcoming biases and stereotypes and teamwork across cultural lines. | CO: YWBAT talk about the unequal distribution of resources and how inequity impacts other aspects of life  LO: YWBAT  HOM: YWBAT talk and write about how you can be a change agent for doing good things.  Cult: YWBAT recognize the collective power of diverse people organized around a common goal in speaking and writing. | CO: YWBAT improvise in English by playing theater games.  LO: YWBAT explain what improvisation is using examples.  HOM:  YWBAT: be innovative in your acting.  Cult: YWBAT: Discuss popular forms of improvisation in their own culture. |
| Topic/Text | Big Drinks Are Back | BU Field Trip-College and Career Readiness | Gabby Douglas-Olympian Champion | Bringing Eyeglasses to the third World | Improv Performance |
| Materials | Reader |  |  |  |  |
| Special  Event |  | BU Field Trip  10am-? |  |  |  |
| 8:30-8:45-Do Now | On board-  Should schools serve soda instead of milk?  Schools should/should not serve soda instead of milk. | On board-  Write about one hope and one fear that you have about getting ready for college and career. | On board-  Write something you remember about BU and how it connects to your future | On board-Write one thing you remember about the connection between the Olympics and your own country | On Board- What is the hardest part of acting? |
| 8:45-9:15  Objectives/Mini-Lesson | Buidling background-  watch video clip at <http://www.youtube.com/watch?v=TVhii9zfcCc> to define the two positions on government control of sugary drinks. Compile a group list of pros and cons to be used in subsequent activities. Chorally read the selection-”Big Drinks are Back” integrating information into the class chart. | Present a fact sheet about BU and review w/class prior to leaving for the university. | Build background information on the Olympics highlighting its multicultural aspects. Introduce Gabby Douglas by showing a video clip of her life and experience. Have students listen for 1 challenge and 1 accomplishment.  Orally read the selection: Gabby Douglas in a think aloud w/whole group | PowerPoint on poverty and global problems. Examples of organizations that work to combat these problems, including EYEsee from the article. Turn and talks evaluating these organizations and ways to help. | PowerPoint on Improvisation. Examples, in acting, music, mining ect. |
| 9:15-9:35  Center 1 | Vocabulary: creativity, imagination, innovation,  ban, sugary, food retailers, beverage, calories | Vocabulary N/A  Incorporated into field trip preparation | Vocabulary:  **taunted** (*teased; made fun of*)  **allegations** (*accusations*)  **hardships** (*problems, difficulties, obstacles*)  **unrelenting** (*without stopping; describes something negative*)  **perseverance** (*willpower, determination, persistence*)  **unscathed** (*not hurt or negatively affected*)  **transform** (*to change*)  **demanding** (*describes something very difficult to do or accomplish*)  **ranks** (*classes or levels of something*)  **homesick** (*to miss your home; to want to return to your home or family*) | Vocabulary:  **Task(s):** Use context clues to determine the meanings of the underlined words and phrases. Which ones are idioms? You may choose to use some of the idioms in sentences of your own.  1. Before 2008, Janice Guzon never gave a second thought to good eyesight.  2. Thumbing through magazines while doing research in the library that summer, she noticed that few people from Third World countries wore eyeglasses.  3. She just assumed they all had really good vision, unlike her.  4. It was really just a vicious cycle.  5. Janice wondered why her aunt had to ask for help with such a minor expense.  6. But in many countries, eyeglasses can cost as much as a year’s salary.  7. Soon after receiving her aunt’s letter she founded EYEsee with a goal of “improving the vision of the needy in poorer countries and in so doing alleviate some of the poverties in the world,” according to her mission statement.  8. More than 60 volunteers enlist the help of various organizations, such as schools, retirement centers and churches.  9. Some of the stories have been heartbreaking.  10. I mean sure, we’ve all heard about poverty, we’ve all heard about poor health care in some of these countries, but it’s not really that easy for us to put a face on it.  11. Our mission is to go nationwide at some point and have chapters throughout the nation. | Charades using the week’s vocabulary words. |
| 9:35-9:50  Center 2 | Reading:  Reading additional short articles about soda and having a mini debate in pairs. | Reading: N/A  Incorporated into field trip preparation | Reading:  Gabby Douglass excerpt from her memoir. Finding examples off vocabulary words in the text. | Reading: Partner read text from reader with visuals. Turn and Talks built into the text. | Playing freeze. Two students start a scene. The next yells freeze and interrupts it and takes the place of another student. Repeat. |
| 9:50-10:10  Center 3 | Grammar:  Students will make a collaborative T chart illustrating the advantages and disadvantages to states selling big sodas. They will read an abbreviated article, pull out a advantage or disadvantage, write and illustrate it, and tape it onto the giant t chart under the correct category. | Grammar-N/A  Incorporated into field trip preparation | Grammar  **Idioms** are ways of saying things that aren’t always easy to understand by word definitions alone. Can you decipher the following idioms? Try to find them in the story, then try using them in sentences of your own.  **shining stars taken in bounce back shake off**  **essential ingredient rest on their laurels walk away from**  What does the story mean when it says that at times, Gabby wanted to **“hang up her leotard?”** | Inventing an organization to help a cause and creating a poster to persuade others to join or donate to the cause. | Props. Teach what props are. Play game in which 2 actors use a prop and the other 2 narrate the scene, then switch roles. |
| 10:10-10:15  Wrap-up | Review objectives. | Incorporated into field trip preparation | Review Objectives | Sharing their posters for the causes they would like to invent. | Whole class game of freeze. |
| Assessment | Group chart and oral discussion | Incorporated into field trip preparation |  | Oral presentations of their posters. | Students can explain and give examples of improv. |
| Literacy Block 10:30-12:00 |  |  |  |  |  |
| Objectives | CO: YWBAT read and discuss the pros and cons of drinking sugary drinks in school  LO: YWBAT take a positions and actively participate in a debate on the topic.  HOM: YWBAT use creativity, imagination, and innovation in developing the debate topic.  Cult: YWBAT connect the topic to their own cultures. | CO: YWBAT  LO: YWBAT  HOM: YWBAT Cult: YWBAT  Same as above | CO: YWBAT research a famous athlete from your own culture and present your information to a group.  LO: YWBAT use power point to orally present your information to a large group.  HOM: YWBAT use creativity, imagination and innovation to interview, research and develop a power point presentation.  Cult: YWBAT connect the Olympics to your own cultures. | CO: YWBAT have an online academic discussion using an online forum.  LO: YWBAT write responses to classmates using language frames.  HOM: YWBAT create an academic response to a text using edmodo.  Cult: YWBAT discuss solutions to third world problems using edmodo. | FIELD  TRIP!!!!!! |
| Materials |  |  |  |  |  |
| 10:30-10:45 Do Now | On board -In your journal, write 3 sentences describing the process of debate | On board -  Incorporated into field trip preparation | On board - write one thing you would share w/Gabby about your own life telling her how she made you feel. | On board: How can kids make the world a better place?  Kids can make the world a better place by\_\_\_\_\_\_. |  |
| 10:45-  ObjectivesMini-Lesson | Review the procedure and major components of the debate process. Brainstorm a list of pros and cons for serving sugary drinks in schools. Assign students to debate teams. | Incorporated into field trip preparation | **Task(s):** Interview a partner using the questions below or using some of your own ideas. Take notes on his or her responses, then try to **paraphrase** their ideas back to them.  1. What people or things make you or your family **proud** when you think of your home country?  2. Does your home country have a special sport or other activity that bring people together?  3. Are there famous athletes from your/your family’s home country?  4. Do you or anyone in your family play a sport? Do you like to watch sports on tv?  5. Would you ever consider joining a sports team at school? Why or why not? | Explain that in high school and college, kids may need to write and respond to each other online. We are going to practice doing this using Edmodo. Model again how to sign up and explain the assignment. Students will write a response to “Bringing Eyeglasses to the Third World” and post it to Edmodo. Then they will comment on each other’s posts. Every student must comment on at least 2 friends’ posts. Language frames for responses may include:  I thought it was interesting that…  I was surprised that…  The article inspired me to… |  |
| Group Work | Convene by team to develop arguments for the debate. Each team works w/adult facilitator. | Incorporated into field trip preparation | Prepare a presentation of sports activity or special person from your own country using power point (3-5 slide) | Working on posts and responses using Edmodo in the computer lab. |  |
| Share/Wrap-Up | Conduct the debate. Set standards. | Incorporated into field trip preparation | Present your power point to the class | Discussion on the experience of having an academic discussion online. Would you want to take online classes or hybrid classes? |  |
| Assessment | Review standards for each team based upon standards for speaking and listening. | Incorporated into field trip preparation | Power Point presentations | Posts in Edmodo. |  |